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(cont.)

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LIBRARY OF CONGRESS 0 029 767 515 1	2052B 1 BOX	2	TX715R no. 16-17 (1953-54)
	2053A	14	TX715S no. 1-14 (1948-51)
LIBRARY OF CONGRESS 0 029 767 516 3	2053B	3	TX715S no. 15-17 (1952-53)
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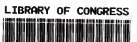 LIBRARY OF CONGRESS 0 029 767 520 5	2058	7	TX725 (1959–62) 2057 missing
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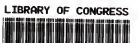
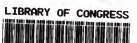
 LIBRARY OF CONGRESS 0 029 767 522 9	2060B	4	TX725 no. 24–27 (1954–Undated)
 LIBRARY OF CONGRESS 0 029 767 523 0	1 BOX 2061	11	TX725–TX747
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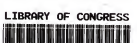 LIBRARY OF CONGRESS 0 029 767 524 2	2063	12	TX818–TX871
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	2080		Missing
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LIBRARY OF CONGRESS 0 029 767 535 7	* 2079	16	U496.M725 (1936 – Undated)

X-U113

H O W

T O M A K E T H E

G R A D E

WHAT IS A SOLDIER?

HINTS ON SOLDIERING

GETTING AHEAD

HOW NONCOMS GET THAT WAY

RESPONSIBILITIES - REWARDS

FROM PRIVATE TO - - - - - ?

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X-U113

X-U133

FOURTH EDITION

POINTERS for INFANTRY TROOP LEADERS

ADAPTED FROM NOTES OF THE CHIEF OF INFANTRY

THE INFANTRY SCHOOL

Second Edition—Revised in Accordance with FM 7-5 of Oct. 1, 1940.

Third Edition—Revised in Accordance with FM 7-10 of June 1, 1941, FM 7-15 of May 19, 1942, and FM 7-20 of September 28, 1942.

FOURTH EDITION—Revised in Accordance with FM 7-20 of 1 October 1941, FM 7-30 of 18 March 1941, FM 7-15 of 19 May 1942, FM 7-20 of 15 March 1944 (as amended).

X-U133

FOURTH EDITION

POINTERS for INFANTRY TROOP LEADERS

ADAPTED FROM NOTES OF THE CHIEF OF INFANTRY

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X-U409
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#3

COMPULSORY MILITARY DRILL

A Great College Menace

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Published by
STUDENTS' ANTI-DRILL SOCIETY
1915.

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NEW JERSEY SAYS:

"NO!"

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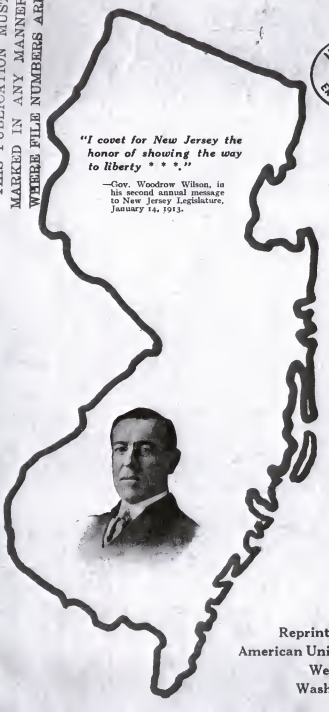

*"I covet for New Jersey the honor of showing the way to liberty * * *."*

—Gov. Woodrow Wilson, in his second annual message to New Jersey Legislature, January 14, 1913.

REPORT

OF THE

COMMISSION ON MILITARY TRAINING AND INSTRUCTION

IN

HIGH SCHOOLS

TO THE

NEW JERSEY LEGISLATURE

SESSION OF 1917

Reprinted in full by the
American Union Against Militarism
Westory Bldg.,
Washington, D. C.

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MILITARY TRAINING

IN

SCHOOLS AND COLLEGES

OF THE

UNITED STATES

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The Facts and an Interpretation

By
WINTHROP D. LANE

SECOND EDITION
March, 1926

We should have a positive education for peace. Such education is wholly inconsistent (1) with military training in the *high schools*, and (2) with *compulsory* military training in the colleges.

—From the Foreword, signed by Senator Wm. E. Borah, Prof. John Dewey, Bishop Francis J. McConnell, Rabbi Stephen S. Wise and more than fifty other prominent Americans.

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MILITARY TRAINING COMPULSORY IN SCHOOLS AND COLLEGES

BRIEF AND BIBLIOGRAPHY

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NEW YORK
COMMITTEE ON MILITARISM IN EDUCATION
1926

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Militarizing Our Youth

The Significance of the Reserve Officers' Training Corps in our Schools and Colleges

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By

ROSWELL P. BARNES

WITH AN

INTRODUCTION

By

JOHN DEWEY

A sequel to the pamphlet by Winthrop D. Lane on Military Training in Schools and Colleges of the United States

COMMITTEE ON MILITARISM IN EDUCATION
387 Bible House, Astor Place, New York City
1927

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Military Training: A Critical Appraisal

EDWIN C. JOHNSON*

MILITARY TRAINING in American education has been a more or less hotly disputed issue for years—at least since 1862 when the Morrill Land Grant Act became law; even more particularly since 1916 when, after a vigorous "preparedness" campaign initiated and nourished by our militarists and war profiteers, the National Defense Act, with its provisions for establishing R. O. T. C. units in schools or colleges making proper application to the War Department, became law.

II

The preparedness agitation and the passage of the National Defense Act gave rise to new and intense public debate on the military training question. During the next three years, professional groups such as the American Physical Education Association, the American Academy of Political Science, the Department of Superintendence of the N. E. A., and also several state commissions studied various angles of the problem. Despite the war-time hysteria, all their reports displayed an uncommon awareness of the limitations of military training, both as military preparedness and as an educational panacea for the ills of the world. Almost unanimously, they opposed giving military training in schools.

Rational counsels, however, did not prevail. We were about to engage in a crusade to save civilization by rescuing democracy from the clutches of old-world autocracy and by ending war through crushing militarism. Consequently (strange as that may seem now) military training, financed by Federal funds and controlled and administered by the War Department, passed from a negligible and generally unemphasized feature of the Land Grant institutions into a condition of large proportions pervading the entire structure of our civil education. Today the War Department through Federal subsidy aids or conducts military training and/or rifle practice in schools and colleges under three different plans, as provided for in Sections 40, 55c and 113 of the Defense Act.

In 1932-33 these divers arrangements enrolled in military training (and/or rifle practice) units 147,999 cadets from 399 secondary schools and institutions of higher learning. The War Department had 1,658 officers and enlisted men assigned to duty with these units on October 1, 1933. More than 82,000 students in 156 American schools, colleges, and universities were enrolled in these military units upon a compulsory basis.[1] In 1925 the Federal cost of the R. O. T. C. alone was computed to be $10,696,504. Nor can it be said that the War Department's invasion of education's domain has yet reached its limit. In the last Congress a proposal was made which, had it not been defeated, would have authorized the expenditure of additional funds to establish R. O. T. C. units in 105 new schools and colleges. Similar proposals, the chances are, will be introduced in future sessions of Congress.

---

*Mr. Johnson is Secretary for the Committee on Militarism in Education. His scholarly appraisal of the value of military training in the schools and colleges is particularly timely in view of the recent decision of the Supreme Court in the case of two students versus the University of California.

[1]Thirty-seven of these institutions, however, are openly advertised as "military schools."

Reprinted from PROGRESSIVE EDUCATION *for January, 1935*

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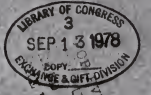
Report of the Committee on

*MILITARY TRAINING in Schools and Colleges



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Eight West Fortieth Street New York, N.Y.

10 cents

The Junior R.O.T.C. *knocks at the* HIGH-SCHOOL DOOR

61-1558-2-21

By
EDWIN C. JOHNSON

Reprinted from the April 1937 issue of
THE CLEARING HOUSE
A Journal for Modern Junior and Senior High Schools

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COMPULSORY MILITARY TRAINING

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"We are already sufficiently dragooned by laws and bossed by bureaucrats without having a military caste in even partial control of our education."

Harry Emerson Fosdick

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#12

The Fight Against War and Fascism Is Lost . . .

Schools
Education

—Unless It's Won In Our Schools and Colleges!

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Testimonials

from the

Testing Ground

Being brief extracts from letters by leaders throughout the nation who have had opportunity to appraise the work of the C. M. E. in terms of the needs presented by concrete local situations.

Committee on Militarism in Education

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61-7558-2 #14

SO THIS IS WAR!

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A Study of "Popularized" Military Training

by

TUCKER P. SMITH

Executive Secretary, Committee on Militarism in Education

X-U 408
.3
.A52 1

ENLISTED SPECIALISTS' SCHOOL
Camp Callan, California
ELECTRICIAN COURSE

REVIEW OF ELEMENTARY ELECTRICITY AND MAGNETISM

SUBJECT OUTLINE: 49 Periods. Total Hours: 49. Texts: As indicated.

Period	Time-Hours	Assignment and Subject.
1	1	Croft, pars. 1-41; TM 1-455, pars. 1, 2. Matter and Electron Theory. Flow of Electricity.
2	1	Croft, pars. 42-45; Timbie, pars. 6, 7; TM 1-455, pars. 3-6. Ions and Ionization. Static electricity. Circuit symbols.
3	1	Croft, pars. 131-145; Timbie, pars. 1-5. The Ampere, Volt, Ohm and Coulomb.
4	1	Croft, pars. 147, 151-153; Timbie, pars. 12, 14, 16-19. Relation of the ampere, volt and ohm. Conductance.
5	1	Croft, pars. 180-191; Timbie, pars. 26-30; TM 1-455, par. 15. Electrical power and energy. The watt.
6	1	Croft, pars. 192, 193, 196-198; Timbie, pars. 32-37. Electrical work. The watt hour. Efficiency in electrical apparatus.
7	1	Croft, pars. 154-174; Timbie, pars. 39-44. Appendix Table I. Wire: Circular measure; Specific Resistance.
8	1	Timbie, pars. 45-48. Appendix Tables 2,3. Wire: Types; Carrying Capacity.
9	1	Croft, pars. 46-63, 87-94; Timbie, pars. 62, 64, 70, 97; TM 1-455, par. 46. Natural and artificial magnets. Diamagnetism.
10	1	Croft, pars. 64-70, 73-77, 84, 86; Timbie, pars. 60, 61, 65-69. Lines of force; Nature of; Rules governing.
11	1	Croft, pars. 225-232; Timbie, pars. 71, 72. Electromagnetic lines of force. Magnetic field about a single conductor. Thumb rule for wire.
12	1	Croft, pars. 233-237; Timbie, pars. 73-75. Field about a solenoid. Hand rule for solenoids.

X-U408.3.A52
#15

X-11405
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A.52

ENLISTED SPECIALISTS' SCHOOL
Camp Callan, California
ELECTRICIAN COURSE

2

REVIEW OF ELEMENTARY ELECTRICITY AND MAGNETISM

SUBJECT OUTLINE: 49 Periods. Total Hours: 49. Texts: As indicated.

Period	Time-Hours	Assignment and Subject.
1	1	Croft, pars. 1-41; TM 1-455, pars. 1, 2. Matter and Electron Theory. Flow of Electricity.
2	1	Croft, pars. 42-45; Timbie, pars. 6, 7; TM 1-455, pars. 3-6. Ions and Ionization. Static electricity. Circuit symbols.
3	1	Croft, pars. 131-145; Timbie, pars. 1-5. The Ampere, Volt, Ohm and Coulomb.
4	1	Croft, pars. 147, 151-153; Timbie, pars. 12, 14, 16-19. Relation of the ampere, volt and ohm. Conductance.
5	1	Croft, pars. 180-191; Timbie, pars. 26-30; TM 1-455, par. 15. Electrical power and energy. The watt.
6	1	Croft, pars. 192, 193, 196-198; Timbie, pars. 32-37. Electrical work. The watt hour. Efficiency in electrical apparatus.
7	1	Croft, pars. 154-174; Timbie, pars. 39-44. Appendix Table I. Wire: Circular measure; Specific Resistance.
8	1	Timbie, pars. 45-48. Appendix Tables 2,3. Wire: Types; Carrying Capacity.
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10	1	Croft, pars. 64-70, 73-77, 84, 86; Timbie, pars. 60, 61, 65-69. Lines of force; Nature of; Rules governing.
11	1	Croft, pars. 225-232; Timbie, pars. 71, 72. Electromagnetic lines of force. Magnetic field about a single conductor. Thumb rule for wire.
12	1	Croft, pars. 233-237; Timbie, pars. 73-75. Field about a solenoid. Hand rule for solenoids.

X-U410
.M1J3
#17

COLLECTOR'S OFFICE, INTERNAL REVENUE,
FIRST COLLECTION DISTRICT, KENTUCKY,
BOWLING GREEN, *December* 24, 1864.

His Excellency, the President of the United States,
Washington:

DEAR SIR: A short time since I did myself the honor to address you a communication in behalf of a relation, P. de Janon, late Professor of Spanish at West Point. At that time I had but superficially read all the papers and testimonials in this case, including, of course, the report of General Delafield, made to you under date of 16th July last. Since then, however, I have given the whole subject careful attention, and the more I look at the garbled but ingeniously worded statements of General Delafield, the more outrageous and offensive they become. That document, when well considered, loses its force as against Mr. de Janon, at whom it was aimed, and at once becomes a terrible weapon against General Delafield himself. It plainly shows that he, in order to conjure up and fabricate an assault upon a diligent, faithful, and unoffending Professor of the Military Academy, was engaged in the unbecoming and disreputable work of pimping for gossip among the pupils of Mr. de Janon, and especially among those who had been sent before him, as Superintendent, for reprimand. This is clearly shown in the case of Cadet Rodgers, who seems to be the source of the General's boldest assault upon Mr. de Janon. All those

X-U428
I-5

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

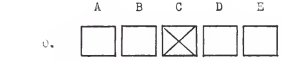
Test on Volume I -- Fundamentals

Part 1. Orientation
Part 2. Administrative Management
Part 3. Economics
Part 4. Public Support

Directions: When answering the questions in this test you may refer to your textbook for the course. There is no time limit for the test, but two hours should be ample time. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks in the test booklet.

Your answers to the test are to be recorded on the separate answer sheet which is loosely inserted in the test booklet. Remove this answer sheet now; write your name and other information called for in the blanks at the top of the answer sheet; then finish reading these directions.

After the number on the answer sheet corresponding to that of each item, mark the lettered space which designates the answer you have selected as correct. Indicate each answer very plainly with a cross (X), for example:



Avoid resting the point of your pencil on the answer sheet while you are considering your answer. Do not make unnecessary marks. If you change an answer, erase your first mark completely; do not cross it out. Do not fold or crease your answer sheet.

EXAMPLE

0. The capital of the United States is

A- Chicago.
B- Boston.
C- Washington, D.C.
D- Detroit.
E- San Francisco.

(The correct answer is Washington, D.C; therefore answer space C would be marked on the answer sheet.)

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The University of Chicago

X-U428 I-5 #1

X-U438
I5

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

Test on Volume II -- Economy of Scarcity

Part 1. Priorities and Allocations
Part 2. Economic Stabilization
Part 3. Legal and Legislative

Directions: There is no time limit for this test, but two hours should be ample time for answering the questions. You may use the textbook for this part of the course while you are answering the questions. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks on the test booklet.

Your answers to this test are to be recorded on the separate answer sheet which is loosely inserted in the test booklet. Remove this answer sheet now; write your name and your address in the blanks at the top of the answer sheet; then finish reading these directions.

After the number on the answer sheet corresponding to the number of the item, mark the lettered square which designates the answer you have selected as correct. Indicate each answer very plainly with a cross (X), for example:

	A	B	C	D	E
0.	☐	☐	☒	☐	☐

Avoid resting the point of your pencil on the answer sheet while you are considering your answer. Do not make any unnecessary marks. If you change an answer, erase your first mark completely; do not cross it out. Do not fold or crease your answer sheet.

EXAMPLE

0. The capital of the United States is

A. Chicago
B. Detroit
C. Washington, D. C.
D. Los Angeles
E. New Orleans

(The correct answer is Washington, D. C.; therefore answer space C would be marked on the answer sheet.)

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X-U438.I5 #1

X-U428
I5

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

Test on Volume III — Purchase and Procurement Planning

Part 1. Purchase
Part 2. Procurement Planning

Directions: When answering the questions in this test you may refer to your textbook for the course. There is no time limit for the test, but two hours should be ample time. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks in the test booklet.

Your answers to the test are to be recorded on the separate sheet which is loosely inserted in the test booklet. Remove this answer sheet now; write your name and other information called for in the blanks at the top of the answer sheet; then finish reading these directions.

After the number on the answer sheet corresponding to the number of each item, mark the lettered space which designates the answer you have selected as correct. Indicate each answer very plainly with a cross (X), for example:

Avoid resting the point of your pencil on the answer sheet while you are considering your answer. Do not make unnecessary marks. If you change an answer, erase your first mark completely; do not cross it out. Do not fold or crease your answer sheet.

EXAMPLE

0. The capital of the United States is

A- Chicago.
B- Boston.
C- Washington, D.C.
D- Detroit.
E- San Francisco.

(The correct answer is Washington, D.C.; therefore answer space C would be marked on the answer sheet.)

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X-U428
I 5

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

Test on Volume IV — Essentials to Production

Part 1. Manpower
Part 2. Material Resources
Part 3. Facilities
Part 4. Services

Directions: When answering the questions in this test you may refer to your textbook for the course. There is no time limit for the test, but two hours should be ample time. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks in the test booklet.

Your answers to the test are to be recorded on the separate sheet which is loosely inserted in the test booklet. Remove this answer sheet now; write your name and other information called for in the blanks at the top of the answer sheet; then finish reading these directions.

After the number on the answer sheet corresponding to the number of each item, mark the lettered space which designates the answer you have selected as correct. Indicate each answer very plainly with a cross (X), for example:

Avoid resting the point of your pencil on the answer sheet while you are considering your answer. Do not make unnecessary marks. If you change an answer, erase your first mark completely; do not cross it out. Do not fold or crease your answer sheet.

EXAMPLE

0. The capital of the United States is

A- Chicago.
B- Boston.
C- Washington, D.C.
D- Detroit.
E- San Francisco.

(The correct answer is Washington, D.C.; therefore answer space C would be marked on the answer sheet.)

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X-U428 #3

X-U428
.I 5

THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

Test on Volume V — Allies, Neutrals & Enemies

Part 1. Foreign Aid
Part 2. Economic Intelligence
Part 3. Economic Warfare

Directions: When answering the questions in this test you may refer to your textbook for the course. There is no time limit for the test, but two hours should be ample time. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks in the test booklet.

Your answers to the test are to be recorded on the separate sheet which is loosely inserted in the test booklet. Remove this answer sheet now; write your name and other information called for in the blanks at the top of the answer sheet; then finish reading these directions.

After the number on the answer sheet corresponding to the number of each item, mark the lettered space which designates the answer you have selected as correct. Indicate each answer very plainly with a cross (X), for example:

Avoid resting the point of your pencil on the answer sheet while you are considering your answer. Do not make unnecessary marks. If you change an answer, erase your first mark completely; do not cross it out. Do not fold or crease your answer sheet.

EXAMPLE

0. The capital of the United States is

A- Chicago.
B- Boston.
C- Washington, D.C.
D- Detroit.
E- San Francisco.

(The correct answer is Washington, D.C.; therefore answer space C should be marked on the answer sheet.)

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THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

Emergency Management of the National Economy

Test on Volume VI — Emergency Management

While this test emphasizes the principles expressed in Volume VI—Emergency Management of the National Economy, it draws on the materials contained in Volumes I through V for illustrations, examples, and application of those principles. Hence, in answering the questions in this test you are to draw upon the materials you have learned throughout the whole course.

Directions: When answering the questions in this test you may refer to your textbook for the course. There is no time limit for the test, but two hours should be ample time. As you answer the questions, you should omit any that seem unusually difficult until you finish the others. Do not make any marks in the test booklet.

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	A	B	C	D	E
0.	☐	☐	☒	☐	☐

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